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IDENTIFIERS	Africa (North)

ABSTRACT

The materials status report for the Berber languages, minority languages spoken in northern Africa, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of the Berber language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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Language/Area Reference Center

Materials Status Report

BERBER DIALECTS

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Center for Applied Linguistics
Materials Evaluation - 1985 BERBER
Materials Status Report - Narrative

Language, dialects, standards. The Berber languages (the major languages in clude Tuareg, Tamazight, Shilha, Rif, Kabyle, and Zenaga) are minority languages spoken in northern Africa. None of them have official status; none have standard oral or written forms. They are mutually intelligible to greater or lesser degree, but differentiation of dialects - and languages - tends to be politically rather than linguistically based.

Writing systems. Informally, the Berber languages are written by native speakers using either an Arabic or a roman alphabet, depending on the education of the speaker. Berberists use phonetic/phonemic transcriptions, and all teaching materials are in one transcription or another.

Production of written language. None, except informally or for teaching purposes.

Difficulty for English-speaking learners.

Phonology: The back consonants, and the pharyngealized consonants, are problematic.

Syntax: The Berber languages are VSO, with clause and word formation different from English. Affix and particle systems will also cause problems.

Vocabulary: Very difficult. Few English cognates.

Writing system: Students have to learn to deal with different transcription systems employed by different texts.

Usable existing texts:

Basic level: Harries, Tamazight Basic Course
Advanced level: none
Refresher/maintenance: none
Reference: Pencheon, Tamazight, Ayt Ndhir
Dictionaries: Abdel-Massih, Computerized Lexicon

Existing programs, classes: Capability at UCLA

Native speaker availability: almost no Berber speakers in the United States.

Linguist resources: Jeannette Harries, U. of Wisconsin; Joseph Applegate, Howard University, etc.

Basic Level Teaching Materials

Tamazight

Abdel-Massih, Ernest T. A Course in Spoken Tamazight. Ann Arbor, MI: Center for Near Eastern and North African Studies, University of Michigan, 1971. [xxii, 456p] [PJ2395.T32 A2]

Harries, Jeannette. Tamazight Basic Course (Ait Mgild Dialect). Madison, WI: University of Wisconsin, African Studies Program, 1974. [272p] [ED104 123]

Kabyle

Applegate, Joseph R. Spoken Kabyle: A Basic Course. Los Angeles, CA: University of California, 1966. [443p] [ED 034 198]

Advanced Level Teaching Materials

none

Refresher-Maintenance Materials

none

Reference Materials

Tamazight

Abdel-Massih, Ernest T. A Reference Grammar of Tamazight. Ann Arbor, MI: Center for Near Eastern and North African Studies, University of Michigan, 1971. [xxi, 322p] [PJ2395.T31 A2]

Abdel-Massih, Ernest T. Tamazight Verb Structure. Bloomington, IN: Indiana University, 1971. [229p] [PJ2395.T33 A2 1971]

Pencheon, Thomas G. Tamazight of the Ayt Ndhir. Los Angeles, CA: Undena Publications, 1973. [iii, 124p] [PJ2395.T31 P4]

Kabyle

Applegate, Joseph R. An Outline of The Structure of Kabyle. Los Angeles, CA: unpub. ms., 1967. [120p] [ED 016 210, resume only]

Reference Materials (cont.)

Shilha

Applegate, Joseph R. An Outline of the Structure of Shilha. New York: American Council of Learned Societies, 1958.

Siwi

Waslker, W. Seymour. The Siwi Language. London: Kegan Paul, Trench, Trubner and Co., Ltd.,. 1921.

Dictionaries

Tamazight

Abdel-Massih, Ernest T. A Computerized Lexicon of Tamazight. Ann Arbor, MI: Center for Near Eastern and North African Studies, University of Michigan, 1971. [lxviii, 398p] [PJ2395.T34 A2]

Electronic Materials

none

Materials Not Evaluated

Rif

Applegate, Joseph R. The Structure of Riff. Los Angeles, CA: The author, 1963. [76p] [ED 016 208, resume only]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Abdel-Massih, Ernest T. A Course in Spoken Tamazight (Middle Atlas Berber). Ann Arbor, MI: University of Michigan, Center for Near Eastern and North African Studies, 1971.

Specific language/dialect taught: Berber, Tamazight, dialects of Ayt Ayache and Ayt Seghrouchen.

Type of text: beginning text

Publication information: 1985 price: $12. [PJ1295.T32 A2] Copy at CAL.

Intended users: beginning level university students

Format: book with tapes (tapes not evaluated)

Overall grammatical/pedagogical approach: semi-generative/transformational

Presentation of language: transcription

Physical quality of book: good quality paperbound; reproduction of typescript

Editorial quality of target language: good, script clear, well set off

Editorial quality of English: excellent

Overall organization of text:
[xxii, 456pp]
Parts 1 and 2: Phonology and texts of the Tamazight of Ayt Ayache
Parts 3 and 4: Phonology and texts of the Tamazight of Ayt Seghrouchen
Part 5: Glossaries, Ayt Ayache Tamazight-English
Ayt Seghrouchen Tamazight-English
Drills
Numerous examples

Vocabulary areas covered: Greetings and common expressions; the vocabulary of the long texts is not specific.

General comments: This book contains very few grammatical explanations; it is designed to be used with the author's Reference Grammar of Tamazight, but does not refer to specific sections or pages therein.

CPT page label: BERABDMA

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - TAMAZIGHT
Abdel-Massih, Spoken Tamazight

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X X X		
Are the materials usable in language teaching contexts?	X •	•		

• Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: Relation of this text to the tapes and the reference grammar is not clearly specified in the text; organization of the whole package would be improved by cross-referencing. Table of contents doesn't identify subject-content of grammatical notes and drills, and there's no index, so reader must search. Grammatical explanation is minimal, but brief and clear in most parts.

Evaluator: Jeannette Harries

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

BERBER - TAMAZIGHT
Abdel-Massih, Spoken Tamazight

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	X				NA	
Presentation, explanation of basic grammatical structures		X			NA	
Development of accurate pronunciation	X					
Development of automaticity, fluency	X				NA	
Development of appropriate range of vocabulary	X				NA	
Presentation of cultural and functional information	X				NA	
Development of encoding, decoding skills (in non-roman alphabets)					NA	
Development of basic reading skills					NA	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?			X
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

BERBER - TAMAZIGHT
Abdel-Massih, Spoken Tamazight

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?		X	
Do the materials expose students to language material above their momentary level?	X		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	X		
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: Presentation of the verb system (p. 60 ff) seems overly complex, and in one way misleading: labeling the Berber tense-aspect system with "past tense, present tense, future tense" interferes with the student's achieving control of the way Berber languages handle time, tense, and aspect. I'm assuming that the tapes are adequate. Text does not show what is on the tapes.

The lessons provide plenty of glosses. Exercises require a lot of translation, both ways, but not a lot of pattern drill, variety, or opportunity for interaction and uncontrolled production.

I used part of the txt in 1972 in conjunction with my own materials. It was very good, though I used my own analysis of the verbal system. I don't know anyone else who has used it.

Date: September, 1985

Y = yes; S = somewhat; N = no

Applegate, Joseph R. Spoken Kabyle; A Basic Course. (Pre-publication draft). U.S. Department of Health, Education and Welfare and Office of Education, 1966.

Specific language/dialect taught: Berber, Kabyle

Type of text: Beginning text

Publication information: out of print, not in the Library of Congress. Available in the ERIC system: ED 034 198.

Intended users: beginning level students of Kabyle

Format: microfiche

Overall grammatical/pedagogical approach: structural

Presentation of language: phonemic transcription used throughout

Physical quality of book: n/a

Editorial quality of target language: good; typescript is clear; transcription is as correct as possible, given general problems with unwritten languages

Editorial quality of English: excellent

Overall organization of text:
[443 pp]
23 units, all of which include vocabulary, dialogue, questions on the dialogue, notes on syntax and morphology.
Units 1 - 7 include work on phonology.
Units 1 - 13 include pattern drills.
Units 1 - 20 include narratives based on the dialogues.

Vocabulary areas covered: widely-varied: cultural, greetings, communication and survival in newcomer situations

General comments: Unit I phonology section refers to "general pronunciation exercises in Supplement I." No such supplement is found in ED 034 198. Thus there is no provision for pronunciation practice, and no definition or description of the sounds represented by the phonemic transcription.

CPT page label: BERAPPAB

LARC staffer: MCF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - KABYLE
Applegate, Basic Course

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of				
a. fulfillment of text goals?		X		
b. clarity of organization?		X		
c. lucidity of presentation?		X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: What there is is good, and could be very useful in a basic course. It doesn't constitute a complete basic course, however; much supplementary material would be needed, at least for the teacher at the beginning, and for both teacher and students later, plus a first-speaker able to read the Kabyle material. It might be useful for students knowing one Berber language, as an introduction to Kabyle. About half of a basic two-year college course.

Evaluator: Jeannette Harries

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

BERBER - KABYLE
Applegate, Basic Course

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	X				NA	
Presentation, explanation of basic grammatical structures	X				NA	
Development of accurate pronunciation		X				
Development of automaticity, fluency	X				NA	
Development of appropriate range of vocabulary	X				NA	
Presentation of cultural and functional information	X				NA	
Development of encoding, decoding skills (in non-roman alphabets)					NA	
Development of basic reading skills					NA	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?			X
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		X	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

BERBER - KABYLE
Applegate, Basic Course

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?		X	
Do the materials expose students to language material above their momentary level?	X		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	X		
Do the materials include a wide range of learning activities for the student?		X	
Are the materials considered successful by current users, if any?		NA	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		X	
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: The dialogues form a unified and very interesting series, containing much cultural and functional information. They provide for drills covering food, transportation, asking for interpretation, participating in social events and hospitality, etc. Students would role-play strnager, guest, host, tourist, customer, seller. Much broader vocabulary would be needed to prepare student for field work. Lack of basic phonetic description would have to be compensated for by a sophisticated native speaker.

Date: September 1985

Y = yes; S = somewhat; N = no

Harries, Jeanette. Tamazight Basic Course. Ait Mgild Dialect. Madison, WI: University of Wisconsin, 1974.

Specific language/dialect taught: Berber, Tamazight, dialect of Ait Mgild

Type of text: Beginning text

Publication information: 1985 price: $6.25. Copy at CAL (book only).

Intended users: beginning-level students, for self-study or classroom use

Format: book with tapes and slides

Overall grammatical/pedagogical approach: structural/transformational

Presentation of language: transcription

Physical quality of book: paperbound; reproduction of typescript

Editorial quality of target language: typescript is clear; errata sheet distributed with text corrects errors in target language.

Editorial quality of English: excellent

Overall organization of text:
[xii, 256pp]

The Introduction includes information on Berber writing systems; phonetic practice and features of Tamazight sound production.

32 lessons are arranged in 8 units of 4 lessons and one review section each. Each lesson contains: pronunciation notes, grammar points, dialogues and/or narratives, cultural notes and exercises.

A summary of Tamazight Structures, based on a generative analysis but using descriptive statements (rather than formal rules), illustrated by examples from the lessons, is completely cross-referenced in the lessons.

Slides and tapes are keyed to the lessons.

Appended is a Tamazight-English lexicon.

Vocabulary areas covered: widely-varied

General comments: The course was designed to fit an eight-week, 200-hour intensive course format in the summer.

CPT page label: BERHARRA

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - TAMAZIGHT
Harries, Basic Course

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of				
a. fulfillment of text goals?	X			
b. clarity of organization?	X			
c. lucidity of presentation?		X		
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Reservations as to clarity of organization: single-spacing and crowding obscure organization into sections, subsections, etc.. A reviewer has commented that "the grammar sketch is overly technical".

Evaluator: Jeannette Harries

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

BERBER - TAMAZIGHT
Harries, Basic Course

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	X				NA	
Presentation, explanation of basic grammatical structures	X				NA	
Development of accurate pronunciation	X					
Development of automaticity, fluency	X				NA	
Development of appropriate range of vocabulary	X				NA	
Presentation of cultural and functional information	X				NA	
Development of encoding, decoding skills (in non-roman alphabets)					NA	
Development of basic reading skills					NA	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		X	
Do the materials include guides for teaching?	X		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

BERBER - TAMAZIGHT
Harries, Basic Course

	Y	S	N
Do the materials appropriately integrate the use of English in class?		X	
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?	X		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	X		
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: Tapes and slides are integral parts of the course for normal classroom use. Slides provide situation contexts for dialogues, plus non-linguistic information not overtly introduced in the text. Proportion of Tamazight to English in the text is about 50-50; on the tapes it is higher. In the classroom, as I used it, the course materials provide about 54% use of the target language. I don't know who else has used the course.

Date: September, 1985

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Refresher-Maintenance Materials

Reference Materials

Abdel-Massih, Ernest T. A Reference Grammar of Tamazight. (Middle Atlas Berber). Ann Arbor, MI: The University of Michigan, Center for Near Eastern and North African Studies, 1971.

Specific language/dialect taught: Berber, Tamazight, dialects of Ayt Ayache and Ayt Seghrouchen.

Type of text: Reference

Publication information: 1985 price, $12. [PJ395.T31A2]. Copy at CAL.

Intended users: university students in an elementary course (English speakers)

Format: book

Overall grammatical/pedagogical approach: generative/transformational

Presentation of language: transcription

Physical quality of book: good quality paperbound, reproduction of typescript

Editorial quality of target language: good; typescript is clear; no typos.

Editorial quality of English: excellent; some typos

Overall organization of text:
[xxi, 322pp]
I. Phonology
II. Numerical system
III. Pronominal systems
IV. Grammar of the noun
V. Particles
VI. Grammar of the verb
VII. Sentences (examples, consisting of 157 pairs of sentences exemplifying the different structures of the two dialects listed above)
Tables, figures, illustrations
Index
Vocabulary areas covered: non-specific

General comments: This grammar is meant to be used with the author's A Course in Spoken Tamazight (1971), and as a source for comparative study of the two dialects.

CPT page label: BERABDMB

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER, TAMAZIGHT
Abdel-Massih, Tamazight Grammar

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	• X	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	

Electronic Aids	

Comments: Organization is clear from contents, format and index, except for some of the comparative notes referenced by super-script numbers (notes 10-12 of Section VI are on pp. 238-9, separate from the rest). Presentation is usually clear, but verbal exposition is often sparse in proportion to the amount of data presented. For example, possessive pronominal suffixes (2 sets) are illustrated by 6 or 7 paradigms each; the reader must extract the affix sets from the data. Perhaps this is good for inductive learning in a basic course, but reference grammars usually use more concise statements, reflecting a more advanced stage of analysis.

Evaluator: Jeannette Harries

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

BERBER - TAMAZIGHT
Abdel-Massih, Tamazight Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			X
b. grammatical approach			X
c. state of knowledge of the language			X
Are explanations clear to the non-specialist?	X		
Are materials suitable for use by			
a. beginning students	X		
b. advanced students		X	
c. teachers/materials developers only			X
Are materials arranged by			
a. grammatical category	X		
b. semantic category		X	
c. functional category			X
Is the presentation of the language			
a. in its own script			X
b. in romanization/transliteration	X		
c. in phonetic transcription		X	
Original intention of the materials:			
a. teaching materials	X		
b. pedagogical reference	X		
c. linguistic study	X		
Do the materials purport to describe the entire language?			X
Are the materials aimed at the English speaker?	X		
Are the materials			
a. indexed	X		
b. cross-referenced		X	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	X		
b. texts (paragraphs, passages, etc)			X
Are examples/texts			
a. literary quotations			X
b. quotations from oral sources	X		
c. invented for purposes of discussion		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

BERBER - TAMAZIGHT
Abdel-Massih, Tamazight Grammar

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?	X		
b. idiomatic translations?			X
	X		

Comments: "Order of presentation of the morphology of the dialects is arbitrary, and... not binding for the user." - p. xv. Generally, it moves from phonology to syntax; but the numerical system follows Phonology, preceding introduction of structures and concepts involved.

Phonetic representation is appropriately used in Section I, Phonology.

The book is "intended as a reference grammar for the dialect of Ait Ayache" but can serve for comparative study of the two dialects. Within this scope, the author makes no claims or disclaimers as to exhaustiveness.

Translations are very idiomatic. My 1972 informant (an Ait Ayache speaker) changed many of the glosses in this grammar and the accompanying basic course text, usually to reflect a slightly different or broader range of meaning.

Date: September, 1985

Y = yes; S = somewhat; N = no

Abdel-Massih, Ernest T. Tamazight Verb Structure; A Generative Approach. African Series, Vol. 2. Bloomington, IN: Indiana University, 1968.

Specific language/dialect taught: Berber, Tamazight, dialect of Ayt Ayache

Type of text: Reference, grammar

Publication information: out of print. [PJ2395.T33A2 1971]

Intended users: linguistic specialists

Format: book

Overall grammatical/pedagogical approach: generative

Presentation of language: transcription

Physical quality of book: good, paper cover

Editorial quality of target language: Good, well-printed; transcriptions appear correct

Editorial quality of English: excellent

Overall organization of text:
[xiii, 229pp]
"Concerned...with the structure of the unaugmented verb stem (V) of Tamazight, its underlying base (VB), the derivation of the augmented stems...the different tenses and their modes...as described in the framework of generative grammar." (p. 4)

Appendix A: 450 unaugmented verb stems, their causative, reciprocal and passive stems, and nouns derived from them. The Index to Appendix A is arranged alphabetically, unaugmented stems and numbers referring to their positions in the Appendix.

Appendix B: Sample text with literal and idiomatic translations of its corresponding deep and surface structures.

Vocabulary areas covered: non-specific

General comments: Includes phonological and morphophonemic sketches; covers derivation of nouns from verbs (as well as verb derivation)

CPT page label: BERABDMD

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - TAMAZIGHT
Abdel-Massih, Tamazight Verb Structure

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X	 X X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	
Electronic Aids	

Comments: The list of 450 verbs and their derived forms (Appendix A) is very useful. Their grouping by ablaut types necessitates an alphabetical index - a minor delay in access. A real problem for the casual reader is the difficulty of determining all occurring forms of each verb (basic or derived), from the highly abstract formulas for each ablaut type-class. This necessitates digesting several chapters of quite dense expository prose and formal rules, in which I find much to dispute or correct. However, the numerous paradigmatic sets, presented in tabular form throughout are more explanatory and useful.

Evaluator: Jeannette Harries

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

BERBER - TAMAZIGHT
Abdel-Massih, Tamazight Verb Structure

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			X
b. grammatical approach			X
c. state of knowledge of the language			X
Are explanations clear to the non-specialist?			X
Are materials suitable for use by			
a. beginning students			X
b. advanced students			X
c. teachers/materials developers only		X	
Are materials arranged by			
a. grammatical category	X		
b. semantic category			X
c. functional category			X
Is the presentation of the language			
a. in its own script			X
b. in romanization/transliteration			X
c. in phonetic transcription	X		
Original intention of the materials:			
a. teaching materials			X
b. pedagogical reference			X
c. linguistic study	X		
Do the materials purport to describe the entire language?			X
Are the materials aimed at the English speaker?			X
Are the materials			
a. indexed			X
b. cross-referenced	X		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	X		
b. texts (paragraphs, passages, etc)	X		
Are examples/texts			
a. literary quotations			X
b. quotations from oral sources	X		
c. invented for purposes of discussion		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

BERBER - TAMAZIGHT
Abdel-Massih, Tamazight Verb Structure

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	X		
b. idiomatic translations?		X	
	X		

Comments:

Date: September, 1985

Y = yes; S = somewhat; N = no

Pencheon, Thomas G. Tamazight of The Ayt Ndhir. Los Angeles, CA: Undena Publications, 1973.

Specific language/dialect taught: Berber, Tamazight, dialect of Ayt Ndhir

Type of text: Reference, descriptive grammar

Publication information: Out of print. [PJ2395.T31P4]

Intended users: linguistic specialists, advanced students, Berberologists

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: semi-phonetic transcription

Physical quality of book: paperbound, printed

Editorial quality of target language: very good, printed clearly. Corrections included.

Editorial quality of English: excellent

Overall organization of text:
[iii, 124pp]
Background on Berber
Introduction
Phonology
Morphology
Syntax
Sample text
Appendices to grammatical description
Lexical lists
Writing
Terminology
Bibliography

Vocabulary areas covered: M. Swadesh's basic word lists for comparative statistics.

General comments:

CPT page label: BERPENCA

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - TAMAZIGHT
Pencheon, Tamazight, Ayt Ndhir

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of				
a. fulfillment of text goals?	X			
b. clarity of organization?	X			
c. lucidity of presentation?	X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	
Electronic Aids	

Comments: This scholarly work, well-written and edited, describes the main features of the dialect, and relates its structures to other Tamazight dialects and to the general patterns of Berber languages. The clarity, conciseness, and descriptive style could well serve as a model for other descriptive grammars. Advanced students or those who know another Berber language should find this a useful study aid for learning Ayt Ndhir.

Evaluator: Jeannette Harries

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

BERBER - TAMAZIGHT
Pencheon, Tamazight, Ayt Ndhir

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			X
b. grammatical approach			X
c. state of knowledge of the language			X
Are explanations clear to the non-specialist?	X		
Are materials suitable for use by			
a. beginning students			X
b. advanced students		X	
c. teachers/materials developers only		X	
Are materials arranged by			
a. grammatical category	X		
b. semantic category			X
c. functional category			X
Is the presentation of the language			
a. in its own script			X
b. in romanization/transliteration		X	
c. in phonetic transcription		X	
Original intention of the materials:			
a. teaching materials			X
b. pedagogical reference		X	
c. linguistic study	X		
Do the materials purport to describe the entire language?			X
Are the materials aimed at the English speaker?	X		
Are the materials			
a. indexed			X
b. cross-referenced	X		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	X		
b. texts (paragraphs, passages, etc)		X	
Are examples/texts			
a. literary quotations			X
b. quotations from oral sources	X		
c. invented for purposes of discussion		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

BERBER - TAMAZIGHT
Pencheon, Tamazight, Ayt Ndhir

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?	X		
b. idiomatic translations?		X	
	X		

Comments: Transcription is systematic phonetic; i.e. it reflects the application of most phonotactic rules, including that for schwa-insertion but omitting conditioned pharyngealization, vowel timbre variation, and reduction of double consonants.

"Only the main feature of Tamazight Berber" are to be described.

The Table of Contents is short, and headings used are complete enough to serve as a quick-scan index.

The description is based on the author's own observations and analysis, in the language community and later with an informant at UCLA.

Translation into English are adequately idiomatic while hewing close to the Berber semantic content (often two glosses are given for a word). Where needed, in the syntax section and in the sample text, a literal translation is also provided.

Date: September, 1985

Y = yes; S = somewhat; N = no

Applegate, Joseph R. An Outline of the Structure of Kabyle. Los Angeles, CA: pre-publication draft, 1967.

Specific language/dialect taught: Kabyle of Bougie, Tiziouzou, perhaps other areas

Type of text: Reference, grammar

Publication information: apparently never published. Resume available through the ERIC system: ED 016210.

Intended users: linguists, area specialists

Format: typescript

Overall grammatical/pedagogical approach: structural

Presentation of language: phonemic transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:

120 pp.
No introductions, etc.
1. Phonology (41 pp., including notes)
2. Morphology (51 pp., including notes)
3. Syntax (13 pp., including notes)
4. Texts with interlinear and smoothed translations (2 texts, 5 pp.)
5. Glossary (ca. 300 forms cited in description or used in the two texts, 11 pp.)

Vocabulary areas covered: general

General comments:

CPT page label: BERAPPLD

LARC staffer: JH

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - KABYLE
Applegate, Kabyle Structure

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		?		
Are the materials of high quality, in terms of				
a. fulfillment of text goals?		X		Goals not stated
b. clarity of organization?	X			
c. lucidity of presentation?		X		Needs list of symbols and cross-referencing
Are the materials usable in language teaching contexts?	•	•	X	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: At least in its prepublication form, this discussion is short on Kabyle materials, giving examples rather than comprehensive tables or lists of morpheme stes, and citing single words or phrases rather than sentences or longer discourse units. (The two short texts included do not appear to be the source of any examples cited.) The analysis of the phonological, morphological, and to a lesser extent, syntactic systems is quite clearly presented and thoroughly discussed, including alternate analyses and reasons for choosing one over another. No apparent relation between this and his Spoken Kabyle.

Evaluator: Jeanette Harries

Date: October, 1985

Applegate, Joseph R. An Outline of The Structure of Shilha. New York, NY: American Council of Learned Societies, 1958.

Specific language/dialect taught: Berber, Shilha

Type of text: Reference, Grammar

Publication information: Available from Spoken Language Services, Inc. in Ithaca, New York at $3. Published under the ACLS Program in Oriental Languages Publications Series B--Aids--No. 11. Copy at CAL.

Intended users: linguistic specialists

Format: book, with recorded texts, permanently deposited with the Linguistics Department of the University of Pennsylvania

Overall grammatical/pedagogical approach: structural

Presentation of language: phonemic transcription

Physical quality of book: good quality paperbound

Editorial quality of target language: excellent typography; transcription looks correct.

Editorial quality of English: excellent

Overall organization of text:
[viii, 71pp]
I. Phonology
II. Morphophonemics
III. Morphology
IV. Syntax
V. Sample text on which grammatical analysis is based. Two translations, the first literal and the second idiomatic, are given with the text.
VI. Shilha-English vocabulary of approximately 1,000 entries with parts of speech, gender (of nouns) and plurals indicated.

Vocabulary areas covered: non-specific

General comments: Descriptive style is strictly item-and-arrangement, except for morphophonemic processes.

CPT page label: BERAPPLA

LARC staffer: MCF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - SHILHA
Applegate, Shilha Structure

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of				
a. fulfillment of text goals?		X		
b. clarity of organization?	X			
c. lucidity of presentation?		X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	
Electronic Aids	

Comments: Suitable for reference in preparing teaching materials, especially the texts and lexicon. Transcription suffers from the treatment of emphasis and fortisness as "suprasegmental phonemes" with a domain inadequately defined as CVC, and marked in the phoneme sequence after the segments it affects. The apparatus of the descriptive style chosen makes for less-than-clear statement; e.g. letter and number symbols for morpheme classes, used in word formation equations, are not very mnemonic, and no examples of real words accompany the equations.

Differences in analysis between this and other Berber grammars are frequent; no reference is made to them or to general Berber structure in this text.

Evaluator: Jeannette Harries

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

BERBER - SHILHA
Applegate, Shilha Structure

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		X	
b. grammatical approach		X	
c. state of knowledge of the language			X
Are explanations clear to the non-specialist?		X	
Are materials suitable for use by			
a. beginning students			X
b. advanced students			X
c. teachers/materials developers only	X		
Are materials arranged by			
a. grammatical category	X		
b. semantic category			X
c. functional category			X
Is the presentation of the language			
a. in its own script			X
b. in romanization/transliteration			X
c. in phonetic transcription	X		
Original intention of the materials:			
a. teaching materials			X
b. pedagogical reference			X
c. linguistic study	X		
Do the materials purport to describe the entire language?			X
Are the materials aimed at the English speaker?	X		
Are the materials			
a. indexed			X
b. cross-referenced	X		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)		X	
b. texts (paragraphs, passages, etc)	X		
Are examples/texts			
a. literary quotations			X
b. quotations from oral sources	X		
c. invented for purposes of discussion		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

BERBER - SHILHA
Applegate, Shilha Structure

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?	X		
b. idiomatic translations?	X		
	X		

Comments: Transcription is strictly phonemic. Examples are given in introducing each element or structure, but it is not always clear what part exemplified the point statement. No examples are given for the equations for words and phrases. Examples given are run-in with text, not displayed, making a dense format; difficult to read and compare paradigms.

Date: September, 1985

Y = yes; S = somewhat; N = no

Walker, W. Seymour. The Siwi Language.
London: Kegan Paul, Trench, Trubner and
Co., Ltd., 1921.

Specific language/dialect taught: Berber, Siwi

Type of text: Reference, grammar

Publication information: Not available at the Library of Congress. Only known copy in Library at U. of Wisconsin.

Intended users: Philologists, Egyptologists

Format: book

Overall grammatical/pedagogical approach: practical, eclectic

Presentation of language: simplified transcription, probably naive

Physical quality of book:

Editorial quality of target language: well-printed in italics; appears consistent

Editorial quality of English: excellent

Overall organization of text:

96 pp., including front matter and photos
Foreword, contents, introduction (15 pp.)
Abbreviations
The Accidence: transliteration and pronunciation, 9 pp.
word classes and features, 40 pp.
concordance of the verb, 1 p.
Appendices: vocabulary of substantive nouns
vocabulary of adjectival nouns
vocabulary of verbs
phrases
Siwani weights and measures; customs, legends and superstitions, etc.; place names; "Christian" names
vocabulary of words with no English equivalent
description of the oasis of Siwa

Vocabulary areas covered: commonly-used words

General comments: The transcription used does not inspire confidence in either the author's accuracy of hearing or his analysis of the sound system. Grammatical analysis tends to use Indo-European categories rather than Berber dialectology terms. Lots of data but not reliable enough for teaching or comparative work.

CPT page label: BERWALKA

LARC staffer: JH

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - SIWI
Walker, Siwi

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		?		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X	X	X	The Siwi language is not adequately represented
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This book would be useful for a linguist starting field-work on Siwi, in conjunction with E. Laoust's Siwa (1931) plus a thorough grounding in another Berber language. It has good vocabulary and many useful observations supported by adequate (but badly transcribed) data. It is not useful for preparing teaching materials.

Evaluator: Jeanette Harries

Date: October, 1985

Dictionaries

Abdel-Massih, Ernest T. A Computerized Lexicon of Tamazight (Middle Atlas Berber). Ann Arbor, MI: The University of Michigan, Center for Near Eastern and North African Studies, 1971.

Specific language/dialect taught: Berber, Tamazight, dialect of Ayt Seghrouchen

Type of text: Dictionary

Publication information: 1985 price: $9. [PJ2395.T34A2] Copy at CAL.

Intended users: Beginning language learners; linguistic researchers in Berber studies or comparative and historical linguistics; anthropologists and other social scientists.

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: transcription

Physical quality of book: good quality paperbound; reproduction of typescript and computer printout

Editorial quality of target language: typescript is clear; computer printout is a bit uneven in density but quite legible. Looks error-free.

Editorial quality of English: excellent

Overall organization of text:
[lxviii, 398pp]
I. Tamazight-English lexicon
II. English-Tamazight lexicon
III. Cultural lexicon
IV. Linguistic lexicon
Plurals indicated.
Index.

Vocabulary areas covered: non-specific

General comments: As the only dictionary of a Tamazight dialect (barring short lexicons and glossaries), this is a great contribution to Berber studies. Presenting the lexical items in four access modes makes it especially useful.

CPT page label: BERABDMC

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

BERBER - TAMAZIGHT
Abdel-Massih, Computerized Lexicon

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments: A small inconvenience for the user; computer symbols used for transcription require brief study and occasional review of their sound values and alphabetical order, shown in separate places and not cross-referenced. In fact, the first presentation (p.xvi) shows only 19 or 20 consonants. Both there and in Table 1 and 2 which show 22 consonants, the "emphatic" (pharyngealized), labialized, and tense consonants are omitted; the full set of 63 consonants actually used in the lexicon are not shown until p. lxiv, where they are listed in alphabetical order.

Descriptions of "emphatic" and back consonants differ at points from descriptions of their cognates in other Berber languages and even other Tamazight dialects. It is not clear whether differences lie in theory/hypothesis or in fact.

Evaluator: Jeannette Harries

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

BERBER - TAMAZIGHT
Abdel-Massih, Computerized Lexicon

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			X
b. grammatical approach			X
c. state of knowledge of the language			X
d. use of accepted modern standard script, orthography			X
Included in entries:			
a. etymologies		X	
b. definitions/explanations		X	
c. translation equivalents			X
d. transliterations			X
e. phonetic transcriptions of pronunciation	X		
f. grammatical information		X	
g. examples			X
h. use of entry in phrases, idioms			X
i. syllable division			X
j. cross-references to other entries			X
k. information on style levels			X
l. information on regional, dialectal variation			X
m. warnings about language learner errors			X
n. cultural information			X
Are examples			
a. literary quotations			X
b. quotations from oral sources	X		
c. contrived for purposes of discussion			X
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	X		
Does the dictionary approach full coverage of the vocabulary of the language?			X
Is the dictionary primarily aimed at the English speaker?		X	
Can the dictionary be used by beginning students of the language?	X		

Comments:

Date: September, 1985

Y = yes; S = somewhat; N = no

Electronic Materials